

map
what comes next



FREE

online

interactive training

*Designed for transition-aged students
who are deaf or hard of hearing.*

Designed to verify compliance with Indicator 13.

Menu

- Who Am I?
 - Who Am I?
- Identity
- Traits
- Strengths
- Weaknesses
- Hard and Soft Skills
- Review Your Skills
- Deaf or Hard of Hearing
- Team
- Checking In

Who Am I?

Who Am I?



Your Turn to Identify Your Traits

What are some traits that make YOU unique?

1. _____

2. _____

3. _____

4. _____

5. _____



Hard Skills Assessment

On a scale from 1-10 rate your hard skills.

Reading

In reading class, when your teacher says it's time to read an essay, poem, or book, do you get excited to read? When you read, do you understand what the author is talking about? When it's time to switch to other subjects, do you wish you had more time to read instead? If so, reading might be your strength. If you pick up a book or poem and can't understand what it means, or get easily distracted reading, wish to hurry up and finish, reading might be a weakness. Think about reading; is it your strength or your weakness?

Rate your Reading hard skills.

Hard Skills Assessment

On a scale from 1-10 rate your hard skills.

Writing

In Writing class, when your teacher asks you to write a paragraph do you easily finish that and can easily add 4 more paragraphs without struggle? Do you like to write different stories or poetry? If so, Writing might be your strength. If you have to write one paragraph and don't know where to start, can't think about what to write, struggle to make your thoughts clear on paper, then Writing might be your weakness. Think about Writing... Is it your strength or weakness?

Rate your Writing hard skills.

Hard Skills Assessment

On a scale from 1-10 rate your hard skills.

Art

In Art class, when your teacher asks you to create new artwork by painting, sculpting, drawing, or by being creative- do you enjoy this? Is it easy for you? If so, Art might be your strength. If you sit with a blank page, don't like drawing or being creative, or get stuck on every project – Art might be your weakness. Think about Art... Is it your strength or weakness?

Rate your Art hard skills.

Hard Skills Assessment

On a scale from 1-10 rate your hard skills.

Math

In Math class, when your teacher expects you to add, subtract, multiply, or divide, figure out a budget, take measurements, or do calculations, do you easily understand what she is teaching? Is this easy for you? If so, Math might be your strength. If you struggle to understand this information or cannot figure out Math - Math might be your weakness. Think about Math... Is it your strength or weakness?

Rate your Math hard skills.

Hard Skills Assessment

On a scale from 1-10 rate your hard skills.

Science

In Science class, when your teacher explains about the body, nature, life cycles, or does experiments, do you easily understand what she is explaining? If so, Science might be your strength. If you struggle to really understand, Science might be a weakness. Think about Science... Is it your strength or weakness?

Rate your Science hard skills.



Hard Skills Assessment

On a scale from 1-10 rate your hard skills.

History

In History class, when your teacher talks about dates, what happened in the past, expects you to memorize information—is this easy for you? If so, History might be your strength. If you can't remember dates, it's hard to memorize events that happened in the past, or don't enjoy learning about past, History might be a weakness. Think about History... Is it your strength or weakness?

Rate your History hard skills.



Hard Skills Assessment

On a scale from 1-10 rate your hard skills.

Computers

In Computer class or when you use a computer, and you have to install new software, search the internet, or when the computer has an error and needs repair, do you know how to do that? Is it easy for you to figure out how to navigate the computer? If so, Computers might be your strength. If you struggle with computers, can't get software installed, need help to solve problems with your computer, or can't figure out how to use programs or the internet, then Computers might be your weakness. Think about Computers... is it your strength or weakness?

Rate your Computer hard skills.

Hard Skills Assessment

On a scale from 1-10 rate your hard skills.

Photography

When you use a camera, do you know how to take good pictures? Do you know how to go into the dark room at school and develop pictures on your own? Do you enjoy taking pictures of people, animals, nature and buildings? Do you understand how to make your pictures look lighter or darker? If so, Photography might be your strength. If you hold a camera and don't know what to take pictures of, don't have good lighting, cut the tops of people's heads off, go into the dark room and don't know how to develop the pictures, then Photography might be your weakness. Think about Photography, is it your strength or weakness?

Rate your Photography hard skills.



Soft Skills Assessment

On a scale from 1-10 rate your soft skills.

Time Management

What you do with your time and how you prioritize makes a difference in your life. Manage your time wisely and you'll get the maximum out of each day. Organize your time to study and get your assignments done on time by yourself.

Rate your Time Management soft skills.

Soft Skills Assessment

On a scale from 1-10 rate your soft skills.

Good Study Habits

- If you've got them, great. If not - well, there's still time to develop them. Good study habits include these basics:

- Always be prepared for class, and attend classes regularly. No ditching!
- Complete assignments thoroughly and in a timely manner.
- Review your notes daily rather than cram for tests the night before.
- Set aside quiet time each day for study -- even if you don't have homework or a test the next day!

*If you have good study habits you will have good work habits later!

Rate your Good Study Habit soft skills.

Soft Skills Assessment

On a scale from 1-10 rate your soft skills.

Concentration

This means being able to listen to your teacher or parents or future boss and stay focused on what they are saying. Part of concentration is knowing how to ask questions for clarification so you can do what you are supposed to.

Rate your Concentration soft skills.



Soft Skills Assessment

On a scale from 1-10 rate your soft skills.

Organizational Skills

Organizational Skills are really important to being successful. Keeping yourself organized will save you time and allow you to accomplish everything you need to do.

Rate your Organizational soft skills.

Soft Skills Assessment

On a scale from 1-10 rate your soft skills.

Motivation

You need to be motivated to learn and work H-A-R-D, whether or not you like a specific subject or teacher. Self-motivation can be extremely important when you aren't particularly excited about a class. Set your mind to it and do it -- no excuses. Success is up to you!

Rate your Motivation soft skills.

Soft Skills Assessment

On a scale from 1-10 rate your soft skills.

Commitment

Commitment means when you say you will do something you will do it! You don't give up- you finish it and you do the best you can. This means that people can assign you a job and know you will complete it

Rate your Commitment soft skills.



Soft Skills Assessment

On a scale from 1-10 rate your soft skills.

A Positive Attitude

Your attitude is really important. If you're attitude is positive and happy, people like being around you.

Rate your Positive Attitude.



Soft Skills Assessment

On a scale from 1-10 rate your soft skills.

Good Communication

You are a good listener and you take turns listening and talking. This doesn't have to do with being deaf or hard of hearing. You can communicate orally or in sign. When communicating your opinion, you are able to make your point clear.

Rate your Good Communication soft skills.



Your Strengths

Give examples of some strengths that make you unique:

Hard
Skills

Soft
Skills



Your Weaknesses

Give examples of some weaknesses that you struggle with:

Hard
Skills

Soft
Skills



Impact of Weaknesses

Which of these weaknesses will make it harder for you to reach your goals?

Who is someone who can help you improve this weakness?

Your Communications and Accommodations

Identity:

- Deaf
- deaf
- Hard of hearing
- Deafblind

Communication:

- American Sign Language
- Combined ASL and English
- Cued Speech
- Signed English
- Speech and Lipreading
- Tactile Sign Language
- Total Communication
- Other

Accommodations:

- Sign Language Interpreter
- Oral Interpreter
- Cued Speech Interpreter
- Speech-to-text (CART, Typewell, C-Print)
- Notetaker
- Early registration for classes
- Extended test time
- Other

How Do You Communicate?

How do you communicate and what accommodations do you use in these settings?

1. At School

2. With your family

3. With your friends

Your Team

Each team member supports you in different ways. Who do you need to build a strong team?

Education Team:

- Teacher(s)
- Counselor(s)
- Interpreter(s)
- Principal
- Audiologist/
Speech
Therapist

Employment Team:

- VR Counselor
- Job Coach
- Transition
Specialist
- Mentor
- Boss/Supervisor

Life Team:

- Family
- Friends
- Mentor
- Advocate
- Life Skills Coach



Identify Your Team

Who is on your team?

Brooke: my VR Counselor

How do they help?

Brooke: She helps me think about possible jobs

Please rate the following values by how important they are to you:

1. Do something to make the world a better place.

- Not important to me
- Somewhat important to me
- Very important to me

2. Helping other people.

- Not important to me
- Somewhat important to me
- Very important to me

3. Participating in activities (like football and track) that let me compete against other people!

- Not important to me
- Somewhat important to me
- Very important to me

Please rate the following values by how important they are to you:

4. Thinking of new ideas for how things can be set up and run better.

- Not important to me
- Somewhat important to me
- Very important to me

5. Doing things like painting, writing, acting, or other kinds of art.

- Not important to me
- Somewhat important to me
- Very important to me

6. Learning new ideas or facts in history, or science, or another field.

- Not important to me
- Somewhat important to me
- Very important to me

7. Being in control or influencing other peoples opinions and activities.

- Not important to me
- Somewhat important to me
- Very important to me

Please rate the following values by how important they are to you:

8. Being around other people every day.

- Not important to me
- Somewhat important to me
- Very important to me

9. Working alone, and not with other people.

- Not important to me
- Somewhat important to me
- Very important to me

10. Participating in spiritual activities—like going to church, or temple, or praying

- Not important to me
- Somewhat important to me
- Very important to me

11. Having people tell me (or tell other people) that I did a good job.

- Not important to me
- Somewhat important to me
- Very important to me

Please rate the following values by how important they are to you:

12. Doing activities that require strength, speed, or the ability to move quickly.

- Not important to me
- Somewhat important to me
- Very important to me

13. Doing work that is really interesting and not boring.

- Not important to me
- Somewhat important to me
- Very important to me

14. Knowing that other people think I am really smart or an expert.

- Not important to me
- Somewhat important to me
- Very important to me

15. Doing work that is different everyday – not the same thing all the time.

- Not important to me
- Somewhat important to me
- Very important to me

Please rate the following values by how important they are to you:

16. Having structure with my daily activities.

- Not important to me
- Somewhat important to me
- Very important to me

17. Earning lots of money.

- Not important to me
- Somewhat important to me
- Very important to me

18. Having fun in my life, no matter what I do

- Not important to me
- Somewhat important to me
- Very important to me

19. Working collaboratively on projects with other people.

- Not important to me
- Somewhat important to me
- Very important to me

Please rate the following values by how important they are to you:

20. Doing activities that have some risk, like skiing, racing, or mountain biking

- Not important to me
- Somewhat important to me
- Very important to me

21. Being my own boss and not having somebody tell me what to do.

- Not important to me
- Somewhat important to me
- Very important to me

Your Turn: Values

What values are important to you?

Your Future

Which value do you think will be most important for your future?

How will it impact your future?

Personality Assessment

Choose the text that fits you best.

1.
 - Extrovert: I have a lot of energy
 - Introvert: I am laid back
2.
 - Extrovert: I prefer to be around people
 - Introvert: I prefer to be alone
3.
 - Extrovert: I do things without stopping to think
 - Introvert: I like to think before doing something
4.
 - Extrovert: I like to do many things at the same time
 - Introvert: I need to focus on one thing at a time
5.
 - Extrovert: I like when people pay attention to me
 - Introvert: I like to pay attention to other people
6.
 - Sensors: I like clear and specific information
 - iNtuitives: I like to be creative and come up with new ideas

Personality Assessment

Choose the text that fits you best.

7.

- Sensors: I like clear instructions/directions

- iNtuitives: I like to figure things out on my own

8.

- Sensors: I like facts, timelines, and details

- iNtuitives: I like to think outside the box/be creative

9.

- Sensors: I always use past experience to make decisions

- iNtuitives: I follow my instincts to make decisions

10.

- Sensors: I like to use data

- iNtuitives: I like more abstract ideas

11.

- Thinkers: I use facts to make decisions

- Feelers: I use feelings to make decisions

12.

- Thinkers: I think about different parts of the problem

- Feelers: I think about how other people feel

Personality Assessment

Choose the text that fits you best.

13.

• Thinkers: I use direct and honest language

• Feelers: I use vague and not direct language

14.

• Thinkers: I make decisions using my head

• Feelers: I follow my heart to make decisions

15.

• Thinkers: I like to debate and argue with others

• Feelers: I don't like to debate or argue with people

16.

• Judgers: I like to make a "to do" list

• Perceivers: I like to go with the flow

17.

• Judgers: I like to have a schedule/plan for the day

• Perceivers: I do not like to have a schedule/plan

18.

• Judgers: I always study first, then play

• Perceivers: I usually play first, then study

Personality Assessment

Choose the text that fits you best.

19.

- Judgers: I start and finish all projects

- Perceivers: I start projects, but don't always finish

20.

- Judgers: I think it is important to be on time

- Perceivers: I think being late is fine

Your Turn: Personality

What did you learn about your personality?

Which personality trait do you think will be most important to your future?

How will it impact your future?

Your turn

Your dreams make you unique what are your dreams for your life after high school?

1: Education and Training

2: Employment

3: Relationships

4: Independent Living

Goal Tester: Your Turn

Use the Goal Tester to test a few of your goals. Each time you hit Submit, your answers will be saved to your portfolio.

Step 1: Identify a dream you want to test:

Step 2: Evaluating the fit

This dream:

Fits with my traits

Fits with my values

Fits with my strengths and skills

Fits my personality

Step 3: How much work will this dream require to become a goal?

A little bit

Some

A lot

Too much

Step 4: Do you want this dream to become a goal?

Yes

No

Menu

- What Do I Want?
 - ▶ What Do I Want?
- Getting Started on Goals
- Career Goals
- Education Goals
- Next Steps
- Career Clusters
- Career Goals
- SMART Goals
- Goal Setting
- Putting It All Together

What Do I Want?

What Do I Want?





Education and Training

Every career requires a different type of training or education. Choose the type of training that best fits you.

High School Certificate of Completion:

Modified Diploma (varies by state)

High School Diploma:

Given for successful completion of state-approved high school curriculum

Certification or License:

Awarded when training is completed and after passing a skills or knowledge test

Associate's Degree:

2-year college degree from a community college

Bachelor's Degree (BA):

Requires 4 years of college

Master's Degree (MA):

Requires a BA degree +2 years of additional college

Doctoral Degree (PhD, MD):

Requires a BA degree +2-4 years of additional college



Career Clusters: Your Turn

Which three career clusters do you want to learn more about?

1.

2.

3.

Your Turn: 3 Jobs

List 3 jobs you found on Career Central that you think are a good fit for you.

1.

2.

3.



Your Turn: Does It Fit?

To see if a job is a good fit, answer the following questions:

Step 1: What are the duties and responsibilities for the job (job description)

Step 2: How much education/training is required?

High School Certificate
of Completion

AA Degree

High School Diploma

BA Degree

GED

MA Degree

License

PhD

Step 3: Will the salary be enough to meet your needs?

Yes

Maybe

No

I'm not sure

Step 4: Are there many jobs available in this field (job outlook)?

Step 5: Is there anything that could stop you from achieving this goal?

Your Turn: SMART Goals

Use this form to write a few different SMART Goals. Each goal you write will be saved in your portfolio.

GOAL:

Smart	
sMart	
smArt	
smaRt	
smarT	

Your Turn: Goals

Plan Your Steps

Use this form to write a few different goals. Each goal you write will be saved in your portfolio

1. What is your career goal?

2. What 3 things can you do right now (short term) to help you reach this goal?

3. What can you do in the future (long term) to help you reach this goal?

4. What could stop you from achieving this goal?

- Menu**
- How Do I Get There?
 - How Do I Get There?
 - Getting There
 - Self-Determination
 - Self-Determination vs. Self-Advocacy
 - Individualized Education Plan (IEP)
 - Leading Your IEP
 - Laws

How Do I Get There?

How Do I Get There?



Checklist To Lead Your IEP Meeting

- Introduce yourself to the team.
- Ask members of the team to introduce themselves to one another.
- Thank the team for coming to support you.
- Tell the team about yourself - who you are, your strengths, weaknesses, hard and soft skills – so they can understand your choices.
- Tell the team about the college/training or job/career that you want when you graduate from high school.
- Share some goals you want to work on during the next year.
- Talk about the accommodations you need to achieve your goals.
- Ask the team for their advice/perspective on how to meet your goals.
- Thank your team for their support.
- End the meeting.

Your Turn

Identify a job you want to learn more about:

This job fits:

- My identity
- My skills and strengths
- My soft and hard skills
- How much money I need to make
- My education level
- Where I want to live
- The kind of job responsibilities I want to have

Is this a job you want to do for a short time or a long time?

Your Turn

Name of College/Training program:

Major:

School website:

1. Does this school have the major or type of training program I want?

Yes

No

2. The location of the school or program is (big city vs small town, close to home)

Very Important

Somewhat Important

Not Important

3. The cost of the college or training program is:

Very Important

Somewhat Important

Not Important

4. The number of deaf or hard of hearing students who go to that college/training program is:

Very Important

Somewhat Important

Not Important

5. The school's ability to provide the accommodations I need is:

Very Important

Somewhat Important

Not Important